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ABSTRACT

This report summarizes the achievements of Prince George's Community College (PGCC) with regard to minority outcomes. Table 1 summarizes the undergraduate enrollment trends for African Americans as well as total minorities from fall 1994 through fall 1998. Both the headcount number of African American students and the proportion of African American students to the total student population has steadily increased over the period 1994-1998. Table 2 summarizes the success rates for both African American students and all minority students. The trends show that the success rate, as measured by graduating or transferring within 4 years, for both groups is higher for the 1994 cohort. Table 3 shows trends in African American full-time faculty and executive/managerial staff from fall 1994 to fall 1998. The percentage of African American full-time faculty continues to fall below the benchmark of 25%. The number of African Americans in executive/managerial positions on campus has grown considerably. Table 4 shows the percentage of African American students who have achieved success as a student in good standing over a period of years. The success rate of African American students has increased over time. Following the four tables, the report describes some of the activities PGCC has implemented to help minority achievement, organized under headings of activities designed to improve minority enrollment, minority retention and graduation rates, and minority employee recruitment and professional development. (VWC)

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Minority Achievement Report

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1

PRINCE GEORGE'S
COMMUNITY COLLEGE

Office of Institutional Research and Analysis
Board of Trustees Report BT99-3
June 1999

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PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

Progress Report on Minority Achievement
Board of Trustees Report BT99-3
June 1999

INTRODUCTION

The state of Maryland, through the Maryland Higher Education Commission (MHEC), as a part of its performance accountability process, has analyzed the achievement of each public institution of higher education with regard to minorities among the students, faculty and staff. In 1996, MHEC adopted a process by which the governing boards of each public institution had primary responsibility for monitoring the achievements of their campus with regard to minority outcomes. This process includes a report, to be submitted every three years, that would include two components. Part I would be an analysis of the trends in minority enrollments, success (as defined as four-year graduation and transfer rates) as well as full-time faculty and administrative staff. Part II would be a summary of the activities of each institution with regard to improving the achievement of minorities on their respective campuses. This report summarizes the minority achievement of Prince George's Community College. It is submitted according to the format suggested by the Commission in November of 1998.

ANALYSIS OF TRENDS

This year's report requires an analysis of trends in enrollments and success among African Americans and among all minorities as well as trends in the number of faculty and chief administrators among African Americans.

Table 1 summarizes the undergraduate enrollment trends for African Americans as well as total minorities from Fall 1994 through Fall 1998. As demonstrated in the table, both the headcount number of African American students and the proportion of African American students to the total student population, has steadily increased over the five-year period (1994-1998). Since 1994, there has been a 20% increase in headcount enrollment and the percentage of African American students in the total student population has grown by 11 percentage points. Currently, the college's benchmark for Fall 2001 with regard to the percentage of African Americans within the student population is 75%. The college is currently within 3 percentage points of that benchmark.

Since 1994, there has been a 17% increase in the total number of minority students in the undergraduate population with a percentage point increase of 11. In the Fall of 1998, there were 9,891 undergraduate students who were members of any minority group. This constitutes 80% of PGCC's total undergraduate population. The 2001 benchmark for percentage of minorities in the undergraduate population is 85%.

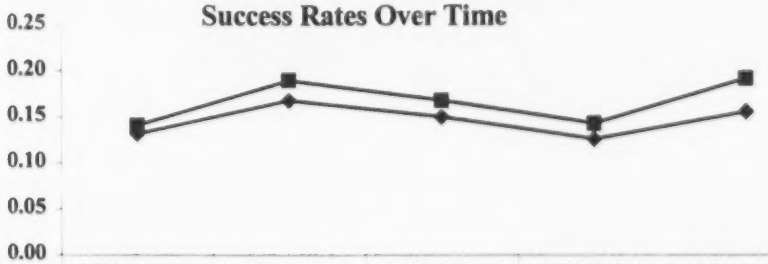
This means that PGCC is currently within 5 percentage points of its benchmark with regard to minorities in the undergraduate population.

Table 1
Undergraduate enrollment trends for minority students: Fall 1994 to Fall 1998

	1994	1995	1996	1997	1998	% change 94-98
African American undergraduate enrollment						
Headcount	7,367	7,624	7,654	8,211	8,823	20%
Percent of total	60%	63%	65%	69%	71%	+11
Total minority undergraduate enrollment						
Headcount	8,466	8,673	8,722	9,262	9,891	17%
Percent of total	69%	72%	75%	77%	80%	+11

Table 2 summarizes the success rates for both African American students and all minority students. Success for the purposes of this report is defined as graduation within 4 years or transferring to another institution within 4 years. The trends show that the success rate for both groups is higher for the 1994 cohort than it was for the 1990 cohort. When looking at the four-year graduation and transfer rates, African American students succeed at a rate of .16 (or 16%). This is an increase of 3% over the 1990 cohort at .13. The four-year success rate for all minorities for cohort 1994 is .19. This is an increase of 5% over the 1990 cohort success rate of .14. However, the success rates over time have tended to fluctuate. Cohorts 1992 and 1993 saw a decline in success rates among African Americans as well as total minorities from the years previous. Yet, a significant increase in success for cohort 1994 brings the graduation rate closer to the benchmark for cohort 1997, which is .20 for both groups. In fact, the success rate for total minorities is currently very near the benchmark at .19.

Table 2
African American and Minority Success Rates Over Time



	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1994 Cohort
African American	0.13	0.17	0.15	0.13	0.16
Total Minority	0.14	0.19	0.17	0.14	0.19

Table 3 shows trends in African American full-time faculty and executive/managerial staff from Fall 1994 to Fall 1998. As far as full-time faculty, the percentage of African Americans continues to fall below the benchmark of 25%. As a function of headcount, the number of African American full-time faculty rose from 31 in 1994 to 36 in 1998 (an increase of 16%). The percentage of African Americans among the total faculty, however, remains relatively constant, having grown by 1 percentage point from 15% in 1994 to 16% in 1998.

The number of African Americans in executive and managerial positions on campus has grown considerably, from a headcount of 9 in 1994 to 13 currently. The proportion of African Americans on the executive/managerial staff has grown from 26% to 37% from 1994 to 1998. This is an increase of 11 percentage points in five years. For fiscal year 2001, the benchmark for the proportion of African Americans among the executive staff is 40%. Thus, PGCC is 3 percentage points away from its benchmark as far as executive staff is concerned.

Table 3
African American full-time faculty and executive/managerial staff: Fall 1994 to Fall 1998

	1994	1995	1996	1997	1998	% change 94-98
African American full-time faculty						
Headcount	31	31	32	37	36	16%
Percent of total	15%	15%	15%	17%	16%	+1
African American full-time executive/managerial						
Headcount	9	8	11	12	13	44%
Percent of total	26%	26%	33%	35%	37%	+11

Other Indicators of Success

Another indicator of student success is their academic standing at the college. We are able to track students' four-year success rate using a criterion of "sophomore in good standing." That is, students who are still enrolled at the institution, who have earned at least 30 credits, with a cumulative GPA of at least 2.0. Table 4 shows the percentage of African American students who have achieved success as a student in good standing over a period of years. Looking at the four-year success rate of students in the 1990, 1992, and 1994 cohorts, it is clear that the success rate of African American students has increased over time. It is possible that this success is due to programs implemented over the years that are geared toward attaining success for minority students.

Table 4
African American students who have attained success after four years

	1990 Cohort	1992 Cohort	1994 Cohort
African American females	10%	18%	19%
African American males	6%	9%	14%
All African American students	8%	14%	17%

DESCRIPTION OF ACTIVITIES

Listed below are some of the activities Prince George's Community College has implemented to help improve minority achievement. The activities have been organized under headings of activities designed to improve (A) minority enrollment, (B) minority retention, and (C) minority employee recruitment and professional development.

A. Improving Minority Enrollment

The college has a number of programs in place to promote minority student recruitment. In addition to outreach activities organized by the college's Office of Recruitment, including student interest survey given to all seniors attending Prince George's County high schools, PGCC is proud of the following special programs.

- **Bridge to Success**
  Number of participants annually: 75

The Bridge to Success program recruits career technology students who are disadvantaged or who have disabilities and provides transitional services to improve their retention at PGCC. The program includes workshops on postsecondary educational opportunities, assistance in completing admission and financial aid applications, college placement testing and advisement at the high school, campus visits, special academic advisors at the college, and other instructional support services. The decrease in number of participants is in part due to the elimination of Vocational Support Services resource staff at each of the career technology centers. These staff played an important role in identification of students and encouraging participation in the program.

- **Biomedical Minority Access Program**
  Number of participants annually: 30

BIO MAP, the Biomedical Minority Access Program, is a partnership effort between the University of Maryland at College Park, Howard Community College, Montgomery College, and Prince George's Community College, to increase the number of minority students earning B.S. degrees in biomedical fields. Under a grant from the National Institutes of Health, BIO MAP provides paid summer internships at UMCP. Scholarship support has come from the

Prince George's Community College Foundation, the Science Trek Program, and a donation from the Qualex Corporation.

- **Tech Prep**
  Number of participants annually: 2,144

Tech Prep is a program designed to introduce high school students to academic and technology based competencies and to provide a seamless transition from high school to college. Students take a sequence of courses designed to prepare them for various options including employment or enrollment at PGCC and/or at a four-year university. The nine programs involved are: Computer Information Systems, CVE-Banking, Drafting/AutoCAD, Early Childhood Education, Entrepreneurship, Academy of Finance, Marketing Management, Administrative Service Technician, and Nursing/Medical Careers. The program is currently being implemented in 22 high schools in Prince George's County.

- **Maryland's Tomorrow Career Exploration**
  Number of participants annually: 300

Career Center staff provide career exploration workshops for 150 eleventh grade students in the Maryland's Tomorrow program based in six Prince George's County Public Schools. This program encourages this at-risk student group to identify work-related interests and learn how post-secondary education can increase career opportunities. This year career center staff also co-sponsored a career day for Maryland's Tomorrow students and community college students to meet with individuals representing a variety of career areas to learn about work activities, education/training requirements, job outlook, satisfactions and dissatisfactions in the field.

B. Improving Minority Retention and Graduation Rates

- **The ALANA (African, Latin, Asian, Native American) Experience**
  Number of participants annually: 300

The ALANA Experience aims to provide appropriate support services and other incentives to enable "at risk" students of color to successfully complete their educational and career goals at the college. Most of the participants in ALANA need remediation in at least two of the three basic college skills of reading, composition, and mathematics. Among the major support and retention activities provided in the program are: workshops focusing on college survival skills, mentoring and peer mentoring, social and cultural activities promoting retention efforts, career assessment and planning, personal adjustment counseling, visitations to 4-year colleges/universities promoting transfer efforts and participation in a College Success course. To assess the contributions of ALANA to minority student retention, graduation, and transfer, the Office of Institutional

Research and Analysis has undertaken a major evaluation of the ALANA program in fiscal year 1997.

- **Developmental Math Intervention Program**
  Number of participants annually: 527

Academic advisors and counselors are assigned as liaison with every Developmental Math 003 class section to promote student retention and completion of the developmental math course. Advisors visit the class, inform students of support services available and discuss how an advisor might help them be successful in the class. Advisors also work with faculty to assist students experiencing difficulty.

- **CONNECT Programs**
  Number of participants annually: 60

The college and Coppin State and Morgan State Universities have formal partnerships through which students are provisionally admitted to these universities but directed to Prince George's Community College for developmental education and completion of specified general education courses with a required grade point average as a condition for regular admission to these universities. Transfer counselors and advisors provide assistance to these students and monitor their performance at the college. Bowie State University has a similar informal partnership with the college.

- **Vocational Support Services**
  Number of participants annually: 1,446

The Vocational Support Services program provides instructional support services, guidance, and counseling to students in approved career technology programs. Students are provided assistance through individual and group sessions, as well as workshops, supplemental instruction, and classroom presentations. Services include tutoring and writing assistance, study skills, test-taking, personal and career counseling. The program also provides accommodations and adaptive equipment for students with disabilities.

- **Nursing Supplemental Instruction**
  Number of participants annually: 393

The Nursing Supplemental Instruction program offers weekly group sessions for three core nursing courses. Faculty conduct sessions that include a review of anatomy and physiology and study skills with nursing applications. Staff also provide individual and small group assistance on learning strategies, tutoring on anatomy and physiology, strengthening of test taking skills, test anxiety and stress management.

- **R^3 Academy**
  Number of participants in first two years of pilot project: 52

The R^3 Academy is currently being pilot tested as an intervention for first-time college students who have tested into two or more areas of developmental studies. It uses a learning community approach for the first two semesters of college studies to increase students' awareness of their responsibilities as a college learner, foster the development of positive relationships with peers, faculty and staff, and promote increase of college level study skills and critical thinking skills.

- **Tutoring**
  Number of participants annually: 3400

The Educational Resources Center, consisting of the Tutoring, Writing, and Grammar Centers, provides free supplemental instructional support to students in high-risk areas. The primary form of assistance is one-on-one tutoring by faculty and staff tutors. Instruction in content areas is also available in the form of small group tutoring, computer-assisted instruction, and on-line tutoring.

- **Student Support Services**
  Number of participants annually: 275

Student Support Services provides intensive academic, career and personal support to low-income and first generation college students, and students with physical and learning disabilities. The purpose of the program is to retain and graduate at-risk students and increase their transfer rates to four-year colleges and universities. Intensive tutoring, counseling, advising, and assistance with locating federal and non-federal educational financial aid help participants overcome barriers to academic success. Funded by the U.S. Department of Education Title IV, Student Support Services addresses not only the academic concerns of disadvantaged students, but also the intellectual, social, cultural, physical, spiritual, and emotional aspects of the student's well being.

- **Co-Curricular Activities Program**

The co-curricular activities program that, in total, attracts both as participants and planners, predominantly minority students, continues to demonstrate its effect on both the recruitment and retention of those students. Cultural, educational and recreational programs ranging from speakers' programs featuring motivational minority entrepreneurs, leadership retreats and workshops, new student orientation, and Black History month activities are measured each year to observe their effect on the retention of participants in those programs. Each study vividly demonstrates that those students participating in cultural co-curricular programs, leadership positions and orientation programs are retained at rates significantly higher than the institutional average figures for all students. Additionally, at all

community oriented programs such as the Annual Caribbean Festival and the Blues Festival, each attracting a predominantly minority audience, recruitment efforts are extended through the department

C. Improving Minority Hiring and Professional Development

- **Affirmative Action Plan**

In February 1988 the college strengthened its affirmative action plan, including employee recruiting and hiring procedures. The continues to be to facilitate the recruiting and hiring of women and minorities into administrative, professional, and faculty ranks. The Assistant to the President for Minority Affairs and Affirmative Action Programs is responsible for the implementation of the affirmative action plan. The Assistant reviews all applicant pools for full-time positions to determine if they are representative of the proportion of minorities and women available for employment in the Washington metropolitan area, serves as an ex-officio member of all review/screening committees, meets with all candidates prior to interviews, participates in all interviews, and approves all recommended candidates prior to the college president's approval of hires.

- **Professional Development**

The college is committed to ongoing professional development for all employees. College-sponsored professional development programs are free of charge to staff and all are encouraged to participate. Limited funds are available for off-campus workshops and activities. Starting with the 1997-98 academic year, technology workshops have been planned each semester and faculty, classified staff, and administrators are encouraged to participate. A mini-grant program (Pathfinder Grant) has been developed through which faculty may apply for a $500 grant for individual professional development. The college-wide Professional Development Council, consisting of representatives from the administration, faculty, and classified staff, has been charged by the President's Council to:

1. Give overall direction to professional development.
2. Identify existing professional activities in all areas and develop an institutional professional development calendar.
3. Plan a common experience and/or identify overlapping activities that serve several groups.
4. Plan and implement institution-wide internal workshops.
5. Coordinate Orientation Programs.
6. Up-date the accomplishment/scholarship publication.